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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Language and**  **Level / Grade** |  | Approximate Length  of Unit | | | | | |  | |
| Approximate Number of Minutes Weekly | | | | | |  | |
| **Theme/Topic** |  | | | | | | | | |
| **Essential Question** |  | | | | | | | | |
| **Unit Goals** | | | | | | | | | |
| *What should learners know and be able to do by the end of the unit?* | Learners will be able to: | | | | | | | | |
| **Summative PerformanceTasks** | | | | | | | | | |
| * *These tasks allow learners to demonstrate how well they have met the goals of the unit.*   *• The tasks follow the format of the IPA, but are integrated throughout the unit.*   * *The template encourages multiple interpretive tasks.*   *• The interpretive tasks inform the content of the presentational and interpersonal tasks.*  *• The tasks incorporate 21st Century Skills.* | **Interpretive Mode** | | | | | | | | |
|  | |  | | | |  | | |
| **Presentational Mode** | | | | **Interpersonal Mode** | | | | |
| **Standards** | | | | | | | | | |
| **Cultures**  (Sample Evidence)  *Indicate the relationship between the product, practice, and perspective* | **Relating Cultural Practices and Products to Perspectives** | | | | | | | | |
| **Product:**  **Practice:**  **Perspective:**    **Product:**  **Practice:**  **Perspective:** | | | | | | | | |
| **Connections**  (Sample Evidence) | **Making Connections to Other Disciplines** | | | | **Acquiring Information and Diverse Viewpoints** | | | | |
|  | | | |  | | | | |
| **Comparisons**  (Sample Evidence) | **Language Comparisons** | | | | **Cultural Comparisons** | | | | |
|  | | | |  | | | | |
| **Communities**  (Sample Evidence) | **School and Global Communities** | | | | **Lifelong Learning** | | | | |
|  | | | |  | | | | |
| **Connections to Common Core**  and/or other required standards |  | | | | | | | | |
| **Toolbox** | | | | | | | | | |
| **Can Do Statements** | | | | | | | | | |
| **Interpretive** |  | | | | | | | | |
| **Presentational** |  | | | | | | | | |
| **Interpersonal** |  | | | | | | | | |
| **Language Functions** | | **Related Structures / Patterns** | | | | **Priority Vocabulary** | | | |
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| **Key Learning Activities/Formative Assessments**  *This is a representative sample of activities/assessments across the 3 modes of communication.* | | | | | | | | | |
| Learning Activity/Formative Assessment  *(Sample activities are listed from the beginning*  *to the end of the unit).* | | How does this activity support the unit goals or performance tasks? | | | | | | | Mode of Communication |
|  | |  | | | | | | |  |
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|  | |  | | | | | | |  |
| **Resources** | | | | **Technology Integration** | | | | | |
|  | | | |  | | | | | |